

Basic Education for Afghan Refugees (BEFARe) - Peshawar

PLAN OF OPERATION REPORT

Workshop held 02. - 04.05.94 - Peshawar

(First Revised Edition)

by

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German Agency for Technical Cooperation

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LIST OF PARTICIPANTS OF OPERATION PLAN

from 2-05-94 to 4-05-94

No.	Name	Designation
1.	Dr. Michael Hirth	Project Director
2.	Dr. Ysuf Nuristani	Project Coordinator
3.	Dr. Syed K. Bakhtari	Education Advisor
4.	Mr. Mohammad Shah Khan	Coord. Teacher Training
5.	Mr. Mohammad Nasim Qasimi	Coordinator Literacy
6.	Ms. Waheeda Farouk	Coordinator Women Program
7.	Ms. Tabassum	Master Trainer
8.	Mr. Baz Mohammad Abedi	Deputy Coord. Women Prog.
9.	Mr. Mir Abdul Malik	Deputy Coord. Literacy
10.	Dr. Gul Jan Wror	Head of Training Unit
11.	Mr. Taj Mohammad	Deputy Training Unit
12.	Prof. Elham	Consultant
13.	Mr. Nazir Ahmad	Deputy Coord. Teacher Training
14.	Mobeen Azizi	Secretary to CTA
15.	Dr. Dietmar Herbon	Moderator (GTZ)

LIST OF ABBREVIATIONS

CTA	Chief Technical Advisor
PC	Project Coordinator
EA	Education Advisor
CTT	Coordinator Teacher Training
CLI	Coordinator Literacy
CWP	Coordinator Women Program
HPTU	Head of Production and Training Unit
CON	Consultant
DCL	Deputy Coordinator Literacy
DPTU	Deputy Production and Training Unit
AD	Administrator
MT	Master Trainer
HS	Head of Section

DESCRIPTION OF PROCEEDINGS

1. Introduction

Basic Education for Afghan Refugees (BEFARe) started in Oct. 1990 as a follow-up project of Pak-German Bas-Ed and is located in Pakistan's North West Frontier Province, with its head office in Peshawar. BEFARe is a bilateral project of Pakistan and Germany and is implemented through the German Technical Cooperation (GTZ).

BEFARe aims at contributing to the improvement of basic education for Afghan refugees. The second two-year phase of the project will end by October 1994. Thus, from 24.04 upto 28.04.1994 a planning workshop was conducted to plan for the next two-year phase starting Nov. 1994. The ZOPP V workshop was held in the premises of BEFARe and the senior staff as well as representatives from other agencies engaged in basic education participated in it. The ZOPP-workshop revised the Project Planning Matrix (PPM) in view of the difficult situation in Afghanistan and the slow process of repatriation of refugees.

The ZOPP V workshop identified the over all goal to which the project wants to contribute as "Basic education for Afghan refugees improved" and the project purpose itself "Effective teaching and learning at the basic education level for Afghan refugees enhanced."

The following concrete results which the project should achieve through its activities were defined and agreed upon:

1. Teachers trained to work with project and non-project materials on learner-centered basis
2. Appropriate teaching, learning and training material provided.
3. Literacy skills acquired by male and female participants.
4. Knowledge about mother and child health care acquired.
5. Closer links with Afghanistan to support basic education established.
6. Management competence on different levels strengthened.

For each of these six results the participants of the ZOPP V workshop formulated 3 to 10 activities which they thought were necessary to be undertaken in order to achieve the results.

2. Plan of Operation

2.1 Objectives

The Plan of Operation aims at formulating detailed planning steps (sub-activities) for the whole project period based on the objectives agreed upon during the ZOPP V workshop and documented in the PPM. The Plan of Operation includes (1) activities, broken down in steps or (2) sub-activities with targets and their (3) indicators, including the period in which it has to be carried out, represented through (4) time lines, and with the designation of (5) the person responsible for the activity. The indicators help the project management to assess the achievements and bottle-necks in plan implementation. The definition of time periods allows a consistent and ballanced allocation of resources.

2.2 Preparation

The planning workshop was held in the week immediately following the week in which the ZOPP V workshop had been held. Thus, the participants from BEFARe were still quite aware of the discussions and results of the ZOPP workshop and could immediately embark on the task to more clearly define the set of activities to be undertaken and the timing involved.

The format of the Plan of Operation was taken from the previous Plan of Operation Workshop in Dec. 1992, in which there had been a lengthy discussion about the formal requirements. The format which had been adopted at that time was thought to be quite suitable for the present Plan of Operation, too. Since the OPS system broke down (did not function when used), it was decided to document the planning results with WordPerfect 5.1.

2.3 Plan of Operation

The workshop was held on Monday, 02.05 up to Wednesday, 04.05.1994 at the BEFARe office in Peshawar. 13 senior project staff attended the workshop. It was not thought to be useful or necessary to involve non-project participants in the planning at this level. Most of the participants also had taken part in the ZOPP workshop the previous week and in a ZOPP training before that, and so almost all of them were quite familiar with the planning approach.

The previous Plan of Operation had been distributed to the participants before the workshop so that they also had a chance to familiarize themselves with the structure and as a reminder. Since some activities did not differ from those of the still on-going phase most participants easily gained access to the planning logic.

On the first day, after a short general introduction and discussion about the proceedings, the workshop participants were divided into six groups of 2 to 3 members who were then dealing with the activities pertaining to the six results. It was decided that the task of the first day should be to break-down the activities into sub-activities and to define one indicator for each. The moderator assisted the groups in turn with their tasks, and when required the Project Director Dr. Hirth joined the groups for discussions and for clarifying priorities and requirements. Most of the groups were able to complete this task during the first day of the workshop.

The second day of the workshop was used for discussing and fixing the timing of the activities. Since some of the activities were dependent on the successful completion of other activities by other sections the participants were encouraged to cross-check with the other groups. While the groups were finalizing their time schedules the Project Director and the Moderator once again cross-checked the consistency and the interdependency of the timing. By the end of the second day only minor changes and adjustments needed to be made.

The third day morning was used for finalizing the last activities and discuss and fix the responsibilities. By 11.00 am a final wrap-up session for the entire workshop was held in which the workshop participants expressed their satisfaction with the resulting Plan of Operation. They also appreciated the fact that after completing the whole planning cycle they now understand the project better, can appreciate other sections' contributions and have the feeling of being able to handle their own affairs in a better way.

It was agreed that the draft of the Plan of Operation would be finished the same day and the computer print out cross-checked by the Project Director and the Moderator. After that the draft would be circulated to the different sections and changes, if required, would have to be brought to the notice of the project management within one week.

The moderator and the computer assisant then edited and finished the draft of the Plan of Operation, which was cross-checked on the next day.

3. Conclusion

The Plan of Operation workshop took place in a very cooperative, constructive and motivated atmosphere.

During the workshop it became clear, though, that some minor changes would have to be made in the previously agreed upon list of activities as originally documented in the PPM. These changes and adjustments were intensively discussed and then decided.

Attempts were made to formulate the desired achievements in the most realistic way and with a certain flexibility. Since most of the senior staff already had some years of experience with the project the plans were thought to be quite adequate.

It became evident that a revision of the existing project monitoring procedures might be necessary. First of all, because new activities and results had been defined. Secondly, because certain gaps in the present monitoring process became apparent, and thirdly, because in the future more care should be taken in monitoring and evaluating the impacts of different activities, so that the effectiveness of the entire programme or certain components might be evaluated. This is even more important in the light of reduced funds and enhanced awareness of programme quality.

I want to express my sincere thanks to all the participants of this workshop as well as BEFARe's support staff for their active and constructive involvement and the successful completion of their plan. I am sure that it will further strengthen the efforts of the staff to support Afghanistan and the refugee population in Pakistan through better basic education. I am also sure that the project now is laying the foundation for a future engagement of its staff in the reconstruction of the education system in Afghanistan itself, for which I wish them all the best.

Dietmar Herbon

B.E.F.A.Re.

PLAN OF OPERATION, 11/1994 - 10/1996

DESCRIPTION	INDICATOR	IV 94	I 95	II 95	III 95	IV 95	I 96	II 96	III 96	IV 96	RESPONS.	REMARKS
AC 01.01 Conduct Training for Trainers	01 116 trainers trained by 10/95 and 96 (each)										CTT-MTs	More detailed training schedules for regional training would be developed
01.01.01 Train Master Trainers for grades I, II, III refresher and Islamyat grade III	01 10 MTs, for grades I, II, III refresher & Islamyat trained by 2/95 and 96 (each)	x					x				CTT-MTs	HPTU is also involved in these activities
01.01.02 Train MTs for G IV, V Pashto, Math	01 10 MTs, trained for G IV and V by 6/1995 and 1996 (each)					x				x	CTT-MTs	
01.01.03 Train teacher trainers for G I, II, III refresher + Islamyat (G III)	01 50 TTs for G I, II, III refresher and Islamyat G III trained by 3/95 & 96 (each)		x					x			CTT-MTs	
01.01.04 Train TTs for G IV, V Pashto / Math	01 50 TTs G IV, V trained 12/95 & 10/96 (each)						x			x	CTT-MTs	
01.01.05 Train BSAs for G IV, V Pashto, Math and Islamyat	01 56 BSAs for G IV, V, Islamyat G III trained by end of 1995 & 10/96 (each)						x			x	CTT-MTs	
AC 01.02 Conduct training programme for teachers	01 2450 teachers for G I, II, III, IV, V trained by 9/1996										CTT-MTs	HPTU is also involved in these activities
01.02.01 Train teachers individually by coaching	01 Trained teachers when required by MTs, TTs, BSAs regularly by 1995 and 1996	x									CTT-MTs	
01.02.02 Train teachers for G I, II, III refresher course in all 4 sub-centers in various training centers (Pashto, Math, Islamyat)	01 950 teachers for G I, II, III refresher courses trained by 4/1995			x							CTT-MTs	
01.02.03 Train teachers for G I, II, III refresher Pashto, Math & Islamyat G III in various training centers	01 950 teachers for G I, II, III refresher courses trained by 4/1996									x	CTT-MTs	

DESCRIPTION	INDICATOR	REMARKS									
		IV I 94 95	II 95	III 95	IV 95	I 96	II 96	III 96	IV 96	RESPONS.	
01.02.04 Train teachers for G IV new books Pashto, Math	01 300 Teachers for G IV trained by 9/1995 and 9/1996			xxx				xx		CTT-MTs	
01.02.05 Train teachers for G V new books Pashto, Math	01 250 teachers for G V trained by 9/1996							xx		CTT-MTs	
AC 01.03 Conduct training for Head Teachers	01 321 Head Teachers trained by 10/1995 and 10/1996 (each)									CTT-MTs	
01.03.01 Train Head Teachers for mutual understanding and cooperation between Education - Cell and BEFAE	01 321 Head Teachers trained by 11/1994 and 11/1995 (each)	x			x					CTT-MTs	
01.03.02 Discuss mutual problems and their solutions (project and schools)	01 Regular discussion held by 10/1996	x-							x	CTT-MTs	
AC 01.04 Monitoring of formal education activities	01 12 MTs, 50 TTs, 50 ATs, 56 BSAs, 321 schools, 950 PMTs, 60,000 students monitored by continuously									CTT-MTs	
01.04.01 Monitor MT, TT, schools, teachers	01 12 MTs, 50 TTs, 50 ATs, 56 BSAs, 321 schools, 950 teachers monitored continuously	x-							x	CTT-MTs	
01.04.02 Monitor of schools (TTs, ATs, BSAs, PMTs, students) by Master Trainers	01 321 schools, 950 PMTs, 50 TTs, 50 ATs, 56 BSAs monitored by MTs continuously	x-							x	CTT-MTs	
01.04.03 Monitor ATs, PMTs, Students by TT	01 50 ATs, 950 PMTs, 321 schools+60000 students monitored by 50 TTs continuously	x-							x	CTT-MTs	
01.04.04 Monitor PMTs by BSAs in their own school	01 140 PMTs monitored by BSAs continuously	x-							x	CTT-MTs	

DESCRIPTION	INDICATOR	RESPONS.												REMARKS
		IV I	II	III	IV	I	II	III	IV	I	II	III	IV	
		94	95	95	95	96	96	96	96	96	96	96	96	
AC 02.01 Translate Generic Teacher's Manual into Pashto, print and distribute to teacher trainers and NGOs	01 Generic Teacher's Manual translated, printed, distributed by 12 / 1994 (500) books	xx												EA-CON
AC 02.02 Provide teachers with material "How to teach Islamyat to young children"	01 Islamyat teacher's guide provided, printed, distributed by beginning of 1995 (450 books)													EA-CON
02.02.01 Produce of Islamyat teacher's guide	01 Islamyat teacher's guide for grade III provided by 11/1994	x												EA-CON
02.02.02 Print of Islamyat teacher's guide	01 Islamyat teachers guide G III printed by 12 / 1994	x												EA-CON
02.02.03 Distribute Islamyat teacher's guide	01 Islamyat teacher's guide for G III distributed by 1/1995	x												EA-CON
AC 02.03 Develop / provide appropriate teaching materials and aids	01 Printing and distribution of teaching materials and aids on request of the other departments	x												HPTU
AC 02.04 Modify and distribute existing textbooks for grade IV and V (Pashto)	01 Existing textbooks of Pashto/Math for G IV, V modified by 7/1995 and printed by 7/1996	x												HPTU
02.04.01 Modify G IV Pashto textbook	01 G IV Pashto textbook modified and printed by 7/1995 (9000) books	x							x					HPTU-MTs
02.04.02 Modify G IV Math textbook	01 G IV Math textbook modified and printed by 7/1995 (9000) books	x							x					DPTU-MTs
02.04.03 Modify G V Pashto textbook	01 G V Pashto textbook modified and printed by 7/1996 (7000) books												x	HPTU-MTs
02.04.04 Modify G V Math textbook	01 G V Math textbook modified and printed by 7/1996 (7000) books												x	DPTU-MTs

PC - EA assists in organizing working groups

DESCRIPTION	INDICATOR	RESPONS.												REMARKS	
		IV	I	II	III	IV	I	II	III	IV	I	II	III		IV
		54	95	95	95	95	95	95	95	95	95	95	95	95	
AC 03.01 Train all LOs, POs, FOs, Supervisors in professional supervision (male/female)	01 At least one trained LO, PO, FO, supervisor available for each concerned subcenter/area														CLI-CMP
03.01.01 Employ at least 3 more male area supervisors	01 3 male area supervisors employed for Timergara and Kurram sub-centers	X													CTA-CLI
03.01.02 Determine the schedule of the supervision training	01 Supervision training schedule is made	X													CLI
03.01.03 Develop supervision training materials / contents	01 Supervision training contents / hand-out available for training	X													CLI-DLC
03.01.04 Conduct supervision training	01 Supervision training conducted for the concerned staff	X													CLI-HPTU
AC 03.02 Train / supervise literacy instructors male and female	01 One trained instructor is available for each literacy course requested by the communities														CLI-CMP-HPTU
03.02.01 Test of new instructor candidates	01 New candidates tested	X	X		X	X		X	X		X	X		X	CLI-CMP
03.02.02 Conduct basic training for literacy instructors for different levels	01 Literacy instructors trained for Primer, Reader and Arithmetic levels before starting literacy courses for each phase	X	X		X	X		X	X		X	X		X	CLI-CMP
03.02.03 Conduct refresher seminars for trained instructors	01 Each trained (former) instructor participated in 3 days refresher seminar before running literacy courses in different levels	X	X		X	X		X	X		X	X		X	CLI-CMP
03.02.04 Supervise literacy instructors & provide on the job training	01 Regular monitoring reports submitted to project management	X	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	CLI-CMP
03.02.05 Conduct refresher seminars for literacy instructors on different levels	01 Each active literacy instructor participated in refresher seminar in the middle of each running phase		X	X		X	X		X	X		X	X		CLI-CMP

DESCRIPTION	INDICATOR	RESPONS.												REMARKS
		IV 94	I 95	II 95	III 95	IV 95	I 96	II 96	III 96	IV 96				
AC 03.03 Compile training hand-outs for Primer, Reader and Arithmetic instructors	01 Training hand-outs compiled													CLI
03.03.01 Discuss / design training hand-outs	01 Training hand-outs finalized and ready for calligraphy	X												CLI-CON
03.03.02 Distribute training hand-outs to literacy instructors	01 Every literacy instructor received the printed copy of training hand-outs	XX	X	X	X	X	X	X	X	X				CLI
AC 03.04 Revise existing teaching and learning Pashto literacy material	01 Teaching and learning Pashto literacy material revised and approved													CLI
03.04.01 Revise literacy Pashto Primer + Teacher's guide	01 Literacy Pashto Primer + Teacher's Guide revised and approved by 11/1994	X												CLI-CON
03.04.02 Revise literacy Reader + lesson plan	01 Literacy Pashto Reader + lesson plan revised and approved by 4/1995	XXX	X											CON
03.04.03 Revise literacy Arithmetic + lesson plan	01 Literacy Arithmetic + lesson plan revised and approved by 12/1995						X	XXX						DLC-DPTU
AC 03.05 Produce new functional Pashto follow-up literacy textbooks	01 Functional Pashto literacy textbook available for literacy graduates by 10/1996													CLI-CWP
03.05.01 Produce one follow-up functional literacy text for male participants	01 The draft of male follow-up functional literacy text is ready by 7/1995	XXX	X											CLI-CON
03.05.02 Produce one follow-up functional literacy text for female participants	01 The draft of female follow-up functional literacy text is ready by 2/1995	XX	XX											CWP-HPTU
03.05.03 Produce one follow-up functional literacy text (Islamiat) for literacy participants	01 The draft of Islamiat follow-up text is ready by 6/1996										XX	XXX		DLC-CON

DESCRIPTION	INDICATOR	RESPONS.												REMARKS
		IV	I	II	III	IV	I	II	III	IV	I	II	III	
		94	95	95	95	95	96	96	96	96	96	96	96	
AC 04.01 Translate + record MCH materials into Dari	01 MCH material translated into Dari-recorded by 10/1995													CWP
04.01.01 Translate MCH book into Dari	01 MCH book translated into Dari by 5/1995	xxx	xx											CWP
04.01.02 Print 6000 MCH Dari books	01 6000 MCH books printed (Dari) by 8/1995			x	xx									CWP
04.01.03 Record MCH Dari material (master - tape)	01 2 MCH master tapes recorded by 7/1995	xx	xxx	x										CWP
04.01.04 Duplicate Dari (MCH) master tape	01 25 sets of tapes recorded (Dari) by 8/95			xxx	xx									CWP
04.01.05 Translate flipcharts into Dari	01 MCH flipchart translated into Dari by 5/1995	xxx	xx											CWP
04.01.06 Print flipcharts (Dari)	01 25 sets of flipcharts printed Dari by 8/95			x	xx									CWP
AC 04.02 Train Field Officers + Programme Officers in Dari	01 11 Field Officers + Programme Officers trained in Dari by 10/1995													CWP
04.02.01 Select Field Officers and Programme Officers for training in Dari	01 Field Officers (9), Programme Officers (2) selected by 10/1995				x									CWP
04.02.02 Train Field Officers and Programme Officers in MCH Dari	01 9 Field Officers, 2 Programme Officers trained in Dari by 10/1995					x								CWP
AC 04.03 Train more Group Leaders by Field Officers in MCH (Dari/Pashto)	01 250 Group Leaders trained in MCH Dari / Pashto by 10/1996													CWP
04.03.01 Select+train GL in Pashto	01 200 GL selected & trained in MCH Pashto by 10/1996			x					x					CWP
04.03.02 Select+train GL in Dari	01 50 GL selected/trained in MCH Dari by 10/96								x				x	CWP

DESCRIPTION	INDICATOR	IV I 94 95	II 95	III 95	IV 95	I 96	II 96	III 96	IV 96	RESPONS.	REMARKS
AC 05.01 Establish and keep records on educational staff and their training received by the project	01 Updated database on all external training activities are available									PC-EA	
05.01.01 Collect data from sections and sub-centers on educational training which was offered by the project to the project staff	01 Updated section, sub-center, Programme Officer's reports are recorded at the end of each training phase	X	X	X	X	X	X	X	X	PC-EA	
05.01.02 Update records on all educational staff trained or employed by the project	01 List on project's educators and trainees updated by 12/1994 / after that updated every six months	X	X	X	X	X	X	X	X	PC-EA	
05.01.03 Keep all staff members and project trained persons informed about the project developments and activities	01 Circular letters distributed through school & field staff to the concerned project trained persons	X	X	X	X	X	X	X	X	PC-EA	
05.01.04 Encourage and motivate past & future repatriates to inform project about their address and employment in Afghanistan	01 All project trained person inform project about address	X	X	XX	X	X	X	XX	XX	PC-EA	
05.01.05 Issue training certificates and keep records of all educational staff and trainees	01 95% of all employees, staff and trainees in NWFP are recorded in the file and receive certificates	X	X	XX	X	X	X	XX	XX	PC-EA	
AC 05.02 Establish communication with repatriated project staff	01 Project keeps contact with repatriated project trained educators									PC-EA	This is very difficult and tedious. In the past the success rate was very low.
05.02.01 Enable all project trained educators to communicate with the project	01 Newly repatriated staff / educators inform project about their employment	X	---	---	---	---	---	---	---	PC-EA	
05.02.02 Attach request to the certificates of project trained educators / staff to inform the project about their addresses, employments	01 Letter / proforma designed and distributed	XX	X	X	XX	X	X	XX	XX	PC-EA	

DESCRIPTION	INDICATOR	RESPONS.												REMARKS				
		IV 34	I 95	II 95	III 95	IV 95	I 96	II 96	III 96	IV 96	RESPONS.							
AC 05.04 Explore new appropriate activities	01 New appropriate activities identified													PC-EA				
05.04.01 Investigate, adopt and use non-project teaching learning / training sources	01 Non-project materials are used	X												X	PC-EA			
05.04.02 Cooperate with NGOs engaged in Basic Education in NWFP and Afghanistan	01 Regular cooperation with other NGO's established	X													X	PC-EA		
05.04.03 Enquire about possible upcoming educational jobs in Afghanistan, in NGOs or Govt. programmes	01 Regular inquiries made	X				X								X		X	PC-EA	

DESCRIPTION	INDICATOR	IV 94	I 95	II 95	III 95	IV 95	I 96	II 96	III 96	IV 96	RESPONS.	REMARKS
AC 06.01 Modify + revise organogram according to the organizational needs	01 All the staff member received & understand the revised organogram by 12/1994										CTA-PC-EA	
06.01.01 Complete and finalize the organogram	01 Finalized organogram available/distributed by 12/1994	xx									PC-EA	
06.01.02 Provide Job description according to the revised organogram	01 All employees receive job description by 12/1994	xx									PC-EA	
AC 06.02 Strengthen & improve M & E in order to analyse figures, sector reports, etc.	01 Appropriate M & E sheets and further steps are developed by 2/1995										CTA-PC-EA	
06.02.01 Assess of project information needs	01 Organizational information needs identified	xx	x	xx	xx	xx	xx	xx	xx	xx	PC-EA	
06.02.02 Invite the services of an external consultant in order to improve the project M & E system	01 Consultant completes work by 12/1994	xx									CTA	
06.02.03 Analyse, adjust and improve data collection, reporting system on the basis of organization needs	01 Appropriate data collection form, questionnaires, report sheets are developed by 12/1994 and used.	x	--	--	--	--	--	--	--	--	PC-EA	
06.02.04 Distribute M & E reports to staff for monthly feedback	01 Monthly monitoring reports distributed to the responsible sections and staff	x	--	--	--	--	--	--	--	--	PC-EA	
06.02.05 Institutionalize quarterly meeting on different responsibility levels to discuss M & E feedback and results	01 Necessary M & E feedback are available before each meeting and meetings are held regularly	x	x	x	x	x	x	x	x	x	PC-EA	
06.02.06 Design students' / learners' achievements test / study	01 Test designed / proforma or study design available					x					PC	
06.02.07 Test / study students' / learners' achievements	01 Test administered / study implemented					x					PC	

DESCRIPTION	INDICATOR	RESPONS.												REMARKS
		IV 94	I 95	II 95	III 95	IV 95	I 96	II 96	III 96	IV 96	RESPONS.			
AC 06.05 Offer training to senior project staff (educational, administrative) and to CAR, Education Cell, Social Welfare Cell	01 Two annual internal training programmes are conducted												CTA-PC	Training schedule to be developed after needs assessment (see activity 06.03.05)
06.05.01 Provide short term internal training programme for the project staff	01 Staff are regularly selected and trained in education + administration	X	X	X	X	X	X	X	X	X	X	X	EA-HS	
06.05.02 Expand the project library in order to meet some of the project staff's educational needs	01 All the project employees have access to the library material									X			HPTU-EA	
06.05.03 Provide ZOPP planning + educational training for project as well as CAR (EC+SWC) staff	01 Senior project staff and EC + SWC high level employees participate in ZOPP	X											CTA	
AC 06.06 Give in-service training in educational planning, administration, training of trainers, ZOPP etc.	01 Senior staff members participate in internal and external training programmes													CTA
06.06.01 Identify organizations /institutions offering education training in Pakistan and abroad	01 Updated schedules and contents of training activities of the organization are available to the project	X				X	X	X				X	PC-EA	Timing depends on the PAS schedule, and on schedule & programs of other training institutions
06.06.02 Select staff members for training	01 Staff members participate in appropriate training upto 11/1995	X								X			PC-EA	
06.06.03 Carry out internal training for senior project staff in various field	01 Staff are trained in ZOPP + M & E and reporting methods by 10/1996	X											EA	
06.06.04 Senior staff members attend educational seminars, workshops, administrative and management training	01 Senior staff have received at least one training by 10/1996	X											CTA	
AC 06.07 Quarterly work plans are submitted by respective Coordinators	01 Quarterly work plans available at the end of previous quarter	X	X	X	X	X	X	X	X	X	X	X	PC	

DESCRIPTION	INDICATOR	IV	I	II	III	IV	I	II	III	IV	RESPONS.	REMARKS
		94	95	95	95	95	96	96	96	96		
AC 06.08 Develop concept and approach for handing-over, transforming, or phasing out the project	01 Concept and detailed steps for handing-over transforming or phasing-out developed and approved										CTA-PC	
06.08.01 Develop and discuss options	01 Concept paper						X				CTA-PC	
06.08.02 Get approval for one option	01 Decision taken and documented							X			CTA-PC	
06.08.03 Implement the approach	01 Transfer and release of staff and assets implemented							X	---	X	CTA-PC	